



Analysis of The Relationship Between TQM and MBS for Educational Needs in The 21 St Century

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Abstract. This study aims to describe and analyze the relationship between TQM and SBM for education needs in the 21st century. This research uses a literature study method by observing various documents from books and journals. The literature study focuses on researching literature related to total quality management, SBM, and students' character in the 21st century. Data collection is carried out by collecting literature data, reading, recording, and managing research results objectively, systematically, analytically, and critically by looking at the year of publication and the most up-to-date research. The results of this study show that TQM and SBM have an essential role in education in the 21st century. This is because TQM and MBS provide enthusiasm for education managers to continue to adapt, improve quality, and compile what the educational institution needs. TQM and MBS have a good relationship in the management of education in the 21st century.

Keywords: TQM, MBS, Customer Satisfaction

INTRODUCTION

Education in the 21st century faces various complex challenges, ranging from the rapid development of information technology to dynamic social change. In this context, education not only transfers knowledge but also forms characters and skills relevant to future needs. According to (Koesoema, D, 2010). Character education is one important strategy for educating children in the global era, where moral and ethical values must be instilled from an early age.

The challenges of education in the 21st century are very complex, ranging from technological and information development to work, culture, and psychological changes that cause each individual's way of thinking to be diverse and different. However, if education

managers can manage this well, this is an opportunity for every educational institution (Ali, S & Hasanah, E., 2021).

Total Quality Management (TQM) and School-Based Management (SBM) emerged as complementary approaches to improving the quality of education. TQM emphasizes continuous improvement and the involvement of all parties in the educational process, while SBM gives schools more autonomy in resource management and decision-making. By integrating these two approaches, schools are expected to be more responsive to the needs of students and the community.

TQM has a tremendous impact on the organization. In TQM, every organization member must work together to build a solid and good system for educational institutions. This can be built by strengthening the leadership, systems, and culture that will be formed. (Rahmah, U, 2018). The vision and mission understood by each subordinate is a strength for educational institutions to build education jointly.

Statistics show that countries that implement TQM in their education systems have experienced significant improvements in the quality of education. For example, in Japan, implementing TQM in schools has improved student academic achievement and parent satisfaction. (Sallis, E, 2010). This shows that a systematic approach to education management can have a real positive impact.

This study tries to see how the relationship between TQM and SBM in the context of 21st-century education and the implementation of TQM and SBM can meet current educational needs. These two questions need to be answered in order to understand the synergy between these two management approaches and how they can be applied effectively in schools. By answering these questions, it is hoped that this research can contribute to developing better education management strategies.

By answering these questions, identify and analyze the relationship between TQM and SBM in the context of education. Develop recommendations for the implementation of TQM and SBM in education. Through this objective, the research is expected to provide deeper insights into how these two approaches can collaborate to improve the quality of education and provide guidance for education managers in implementing effective strategies.

LITERATURE REVIEW

The Concept of TQM in Education

Total Quality Management (TQM) is a management approach that focuses on overall quality improvement in an organization. TQM involves all stakeholders in education, including teachers, students, parents, and the community. TQM principles include customer focus, continuous improvement, and fact-based decision-making (Sallis, E, 2010). Focusing on the customer means focusing on what the customer needs. An education manager must know customer satisfaction, which includes academic and non-academic services. (Fanggidae & Juniarto, 2023).

Continuous improvement is carried out with awareness by applying principles, planning, implementation, and inspection. The plan that has been made is then implemented and then evaluated for future improvements. This can also lead to continuous improvement in the management of the educational institution.

The application of TQM in education can be seen from several aspects, such as improving the teaching and learning process, developing relevant curriculums, and improving educational facilities. For example, in several schools in Indonesia, implementing TQM has increased student participation in learning activities, which is reflected in the increase in national exam scores. (Rahmah, U, 2018). Concept TQM in this century can also take advantage of various kinds of technology and information regulated through regulations that have been agreed upon and ratified to improve the quality of education. (Shwedeh et al., 2023). This tremendous technological development must be used as best as possible to improve education.

Statistics show that schools implementing TQM principles experience increased student and parent satisfaction. According to research conducted by N. Indana (2017), the implementation of TQM at MTs Salafiyah Syafi'iyah Tebuireng resulted in a significant improvement in the quality of education, with a higher graduation rate than the previous year.

TQM is one of the new management models that brings change and pays great attention. Because educational institutions can use TQM as a tool to respond to the challenges of the times with its various challenges (Al-Zoubi et al., 2023). In the context of education, TQM can function to direct all kinds of activities, including academic, administrative, financial, marketing management, and educational development, required by related educational institutions.

TQM can also measure the quality of education management, assess the quality of education legislation and regulations, focus on the quality of students, sustainable quality

development, team bullying and training. (Al-Zoubi et al., 2023). The focus on education management can also be interpreted by focusing on administrative, management, and leadership matters.

The focus on students can be seen from various standards that have been made and are oriented to build the quality of graduates. Continuous quality development focuses on providing various kinds of knowledge, skills, and characters used by educational institutions to manage education, and team building and training are used for program development and also organization. In this context, Syarifudin, (2023) Provides how TQM plays a role in the field of education, namely:



Figure 1: Management Theories and Practices Contributing to TQM

School-Based Management (SBM)

School-Based Management (SBM) is an approach that gives schools more autonomy in resource management and decision-making. SBM aims to empower schools to adapt to local needs and increase accountability. According to (Hamid, H, 2018). SBM allows schools to design programs and policies that are appropriate to students' contexts and characteristics.

MBS can give education managers the freedom to implement education management based on what they need. This freedom of management can be included in the learning

process and other management. The curriculum using SBM can be more flexible and adaptive because it is adjusted to the needs of students.

The advantages of SBM include increased community participation in school management and improved quality of educational services. However, the challenges faced in implementing SBM include a lack of training for school managers and limited resources. This can hinder the effectiveness of SBM in improving the quality of education. For example, in some regions in Indonesia, schools that implement SBM have succeeded in improving the quality of education by involving parents and the community in the decision-making process. (Riswandi et al., 2021). This shows that SBM increases school autonomy and strengthens the relationship between schools and communities.

In the management process, schools can also find a gap between what is needed and what is taught. (Nisa & Aimah, 2024). This process can be applied to make a good strategy in education management so that the education managed can run well. MBS, in this case, can provide an excellent strategy and make clear specifications regarding what is needed by customers. The concept of MBS can find what is needed by customers and provided by educational institutions (Erden Ayhun et al., 2024).

The development of SBM can be done through the creation of new ideas starting from the leadership model used by the educational institution, the values embraced by the educational institution, the services provided, the management applied, the subjects that each student must take, then the management of education financing, to the management of education personnel. Therefore, MBS has an important role in implementing quality in the 21st century.

METHOD

This study uses a literature study. Literary research or literature study is a systematic effort to access, collect, and analyze various materials available in libraries, including book references, previous research, journal articles, and journals to support and answer research problems. (Prastiwi & Widodo, 2023). The literature study in this study focuses on researching literature related to TQM and SBM in the XXI century.

This activity method is carried out by collecting library data, reading, recording, and managing research results objectively, systematically, analytically, and critically regarding the analysis of TQM and SBM in educational institutions in the 21st century (Putri et al., 2023.). The literature study in this study is carried out in the same way as other research

approaches, only that the data is taken from literature sources, read, analyzed and recorded the results. The purpose of this method is to answer the data analysis technique using *Content Analyst* or content analysis. Content analysis is used to research the most relevant, relevant, and quite relevant literature. Then, a study was carried out by looking at the year of publication from the most up-to-date, up-to-date, to not up-to-date but having substance related to this research. Then, the researcher reads the abstract, which will then be researched and recorded in detail by the researcher.

RESULTS AND DISCUSSION

Analysis of the Relationship between TQM and MBS

The study's results show that TQM and SBM complement each other in improving the quality of education. TQM provides a systematic framework for continuous improvement, while SBM allows schools to manage the educational process according to local needs. Case studies in several schools show that implementing these two approaches has significantly improved student academic achievement and parent satisfaction.

Several pieces of literature from primary to secondary and higher education explain that TQM and MBS are crucial in building quality in the 21st century. The simultaneous implementation of TQM and SBM has increased student participation in teaching and learning activities, which is reflected in the increase in national exam scores. (Rahmah, U, 2018). In addition, parental involvement in school management is also increasing, which positively impacts their support for their children's education.

The key to the success of education quality development lies in the awareness of educational institution managers to work together to build quality that meets the requirements. This can be achieved by building a solid leadership base and a good value system and inviting all stakeholders to focus on improvement. This needs to be conveyed to subordinates so that all education stakeholders focus on what customers need. (Julita Lindriany Nasaruddin et al., 2023). This customer satisfaction can be analyzed to determine the basic needs of education customers.

These education customers can be grouped into two groups: internal education customers and external education customers. According to the article, internal education customers include students and their parents, while external customers are community and government agencies, businesses, and the private sector. Therefore, it is necessary to improve the quality of students by developing all their competencies. (Falah et al., 2023).

Implementation of TQM and SBM in Education

Strategies and best practices in implementing TQM and SBM include training for teachers and school managers, developing relevant curricula, and creating a supportive learning environment. However, challenges faced during implementation include a lack of adequate resources and training for school managers.

The implementation of TQM and SBM in educational institutions can actually be applied well. In higher education institutions, TQM provides a strong encouragement to stakeholders to improve the quality of education properly and earnestly. There is also a quality improvement that can be built starting from leadership, academic and non-academic services, cleanliness. In primary and secondary education institutions are the same, TQM provides space to move together to advance the educational institutions that are being managed. In addition, MBS also provides good encouragement to educational institutions to make distinctions as internally driven in education management. (Rahman & Nasrin, 2024).

As a solution, it is recommended that the government and educational institutions provide more support in the form of training and resources to assist schools in implementing TQM and SBM effectively. This will ensure that schools can adapt to the educational needs of the 21st century and improve the overall quality of education.

The continuous implementation of TQM and SBM is also believed to be able to develop education to compete at a highly competitive global level and provide benefits (economic and non-economic) that can be used for the development of higher education and the improvement of personal welfare involved in educational institutions. (Khoiri, 2023).

Character Education and TQM-MBS

TQM and SBM can support character education by creating an inclusive learning environment and supporting the development of character values. Programs that integrate TQM and SBM with character education, such as extracurricular activities that focus on developing social skills and leadership, can positively impact students. An example of a successful program is leadership training for students in schools that implement SBM, where students can actively manage school activities. This improves students' leadership skills and shapes their character to be more responsible and caring for the surrounding environment. (PPK Team, 2017).

In the context of character education, TQM and SBM can be used to improve both the character of education managers and the character of students. This student character

improvement can be formulated by determining what indicators are needed to face educational challenges in the 21st century. The 21st century is marked by changes in work patterns and students' mindsets, so they need to be fortified to avoid things that damage students (Aini, 2020).

In addition, this 21st-century character is characterized by the existence of open information that can be accessed by all students and causes the development of a mindset in students. In this case, teachers need to think about developing education that must be managed properly to fortify students from destructive things. Character is the main weapon in building a nation.

CONCLUSION

From the results of this study, it can be concluded that TQM and SBM have a complementary relationship in the context of 21st-century education. These two approaches can improve the quality of education through continuous improvement and school empowerment. Effective implementation of TQM and SBM can meet today's educational needs and prepare students to face future challenges. Based on the findings of the study, several recommendations can be conveyed to schools, education managers, and policymakers: (1) Encourage professional training and development for teachers and school managers to understand and apply the principles of TQM and SBM; (2) Develop character education programs that are integrated with TQM and SBM to form students who are not only academically intelligent but also have good character. (3) Involve parents and the community in school management to increase accountability and support for education. Further research proposals are needed to examine the long-term impact of the implementation of TQM and SBM in education, as well as to explore best practices in other countries that have successfully implemented both approaches

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